Lesson plans

English

Level 3

Term 2

Lesson plans

English

Level 3

Term 2

Level 3
Term 2
Week 1

Lesson Plan

Communication	Reading	Writing	Assessment
• Long vowel sound 'A' • Dialogue practice "Introducing each other"	• Who landed on the moon first. • Moving on.	• Starting • Crossword clues. • Word study. 'er', 'ir' and 'ur' • Compound words.	None

Level 3 Term 2 Week 1 Day 1	Lesson Plan

Objective: The learners will be able to:
1) Read and understand the text.
2) Skim and scan.

Skills: Reading Comprehension.

Topic: Who landed on the moon first?

Material: Ess. Eng book.

Procedure:

Pre-reading:
- Talk about moon and it's shape.
- Ask them can we reach to the moon?

Reading: Distribute the books and ask 1 or 2 Questions about the picture.

Skim and scan: Give 5 minutes to class and say them to
- Have a look at the story and under lines the naming words.
- Circle all the doing words.

Discussion: Discuss about space craft and astronauts who landed on the moon first. Ask the questions from moving on.

Follow up: Write the names of astronauts who landed on moon first in your note books.

Level 3	
Term 2	**Lesson Plan**
Week 1	
Day 2	

Objective: The learners will be able to understand the text and give the answers.

Activity: Written work

Material: Ess Eng, Class work copy, Board.

Procedure: Task 1 (Starting points)
Warm up: Ask few questions.

- What was the name of American space craft?
- When did the first space craft land on moon?
- Name the Russian space ship?

Written work: Write the sentences 1-5 (page 16) on board and students will copy in class work note books.

Task 2:

Objective: The learners will be able to write suitable dues for given cross word.

Material: Ess. Eng, board, marker, Pencil.

Activity: Written work.

Procedure: Teacher will write any two or three words from the cross word on the board and ask the meanings from the students e-g

- Eagle ___ a bird.
- Foot ____ a body organ.
- Astronaut ___ some one who travel in space ship.

Distribute the books and helps the students in writing clues in their books (page 17 study skills)

Level: 3
Term: 2
Week: 1
Day: 3

Lesson Plan

Communication

1. **Objective:** To practice long vowed sound A as ay.
2. **Function:** Pronouncing the long vowel sound of A as ay.
3. **Activity:** Choral drill and guessing
4. **Material:** Work sheet (Hay Day)

Procedure:

a. Write the following words on the chart in bold letters and also in colours.

b. Fix the chart on the board. Read the words and rhyming lines in a clear and loud tone and the students will follow you in a choral drill. Read one line at a time. (repeat many times)

Read

- **bay** **hay** **day** **clay**
  pay **pray** **play** **stay**
  ray **lay** **may** **way**

- **What a fine day!**

  Mina and Tina are at play.

  Look! there a ship in the bay,

  Which is carrying tons of hay.

c. **Work sheet (Hay Day)**

Answers of Riddles.
(clay, tray, tay, hay, play).

- First do it orally. Then set them to work in pairs.
- Peer check and Feed back

6. **Follow Up:** Ask them to copy any three riddles.

Free Writing: **(5 – minutes)** (see Day – 4)

Level: 3 Term: 2 Week: 1 Day: 2	Lesson Plan	Communication

1. **Objective:** To enable them to use particular language in informal introduction.

2. **Function:** Introducing each other

3. **Activity:** Dialogue practice.

4. **Material:** Ten Name Cards.

5. Procedure:

a. Creat a situation as if you are a new student in class. (not a teacher). You are introducing yourself to others and want to know about others. Write the following on the board.

St 1.	**Hello! My name is shakila.**
	What is your name?
St 2.	**Nadia**
St 1	**I'm sorry. What's your name again?**
St 2.	**It's Nadia**

b. **Dialogue practice.**

Follow the suggested procedure.

- Prepare Ten cards with the names that you do not have in your class.
- Call two students for role play and practice.

Note: During dialogue practice take care of intonation and contraction.

6. Follow Up:

Copy the dialogues from the class board.

Level 3 Term 2 Week 1 Day 5	**Lesson Plan**

Objective: The learners will be able to Identify the "er", "ir" and "ur" words.

Activity: Coloring (task 1 word study)

Material: Ess. Eng, color pencils.

Procedure: Ask from the students some "er", "ir" and "ur" words and write on the board.
Ask Students distribute the books and open on page 32.
Ask them to read aloud the words given in grid.
Say them to color "er" words with red.

Task 2: (compound words)

Objective: Students will be able to make compounds words by joining '2' smaller words.

Activity: Written work.

Material: Ess. Eng, notebooks, board, flash card.

Procedure:

- Teacher will show one flash card to the students and ask them to read the word aloud written on it. E-g foot also writes foot on the board.
- Show another card to the class and say them to read aloud the word written on it. E-g Path also writes on the board.
- Teacher will explain that sometime when we join 2 smaller words it make a new word called compound word. E-g foot and path when joined together they make a new word Foot + Path = Footpath.
- Make groups in class and give flash cards with different words to each group.
- Say them to make compound words from the flash card in their own groups.
- Ask their finding and record on the board.
- Students will copy these words in their notebooks like,
  Play + ground ---------- Play ground
  Rain + bow ------------ Rainbow

Follow up: Fill the gapes with "ir" "er" and "ur" (page 32 in extra)

Level 3 **Term 2** **Week 2**	**Lesson Plan**

Communication	Reading	Writing	Assessment
• Long vowel sound 'e'	• Text "The fox and the crow" • Text "Topic work"	• Paragraph writing "My friend"	Yes

Level: 3
Term: 2
Week: 2
Day: 1

Lesson Plan

Communication

1. **Objective:** To practise long vowel E sound as e, ee.

2. **Function:** Pronouncing the long vowel sound of E as e and ee

3. **Activity:** Choral drill and colouring

4. **Material:** Work sheet (E E E K) colour pencil, chart.

5. Procedure:

a. Write the following words and rhyming lines on a chart and display it on the board.

1.

bee	**tree**	**see**	**free**
jeep	**heel**	**keep**	**peel**
seed	**feet**	**meet**	**weed**

Repeat each word and students follow you together. (many times)

2. Say the lines in a rhythmic way and the class repeats after you in a drill.

Here is Queen,

In a deep sleep,

Beneath a tree,

By a stream

Dreaming a sweet dream.

b. **Work sheet**

(Student will colour only the places where these words are written. We, he, she, be, me)

6. Follow up:

Ask them to copy the lines from the chart.

Free Writing: **(5 – minutes)**

Level: 3 Term: 2 Week: 2 Day: 2	LESSON PLAN	Reading

1. Objectives: To read with understanding

2. Skill: Reading comprehension

3. Topic: "The Fox and the Crow". → page No = 13

4. Material: 1. Text page 2. Work sheet

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5. Procedure:

a. Before Reading:

Talk about Fox and Crow and ask the following questions.

1. Which is a bird and which is animal?
2. Which is cleverer - fox or crow?
3. Do you know about cheese?

Explain the meaning and concept of cheese.

"Cheese is made out of milk when milk changes its form like yoghurt."

b. Fast Reading: (Ask orally)

Who said these words? "What a fine bird you are"

Who had a piece of cheese?

c. Work sheet:

Task1: Peer check and feedback follows each task.
Task 2:

6. Follow up:

Answer the following questions

1. Who stole a piece of cheese?
2. Why did the crow feel proud of himself?
3. What happened when the crow sang a song?

Level: 3 Term: 2 Week: 2 Day: 3	**Lesson Plan**	**Reading**

1. **Objectives:** To enable them to read and read and understand.

2. **Skill:** Reading silently with comprehension

3. **Topic:** **"Topic work"**

4. **Material:** 1. Text page 2. Work sheet - take from the work sheet or floppy

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5. **Procedure:**

a. **Pre – Reading:**

- Distribute text page and talk about the picture, persons, their names, places, work.

- Explain topic work. When students form a group and work on a topic given by their teacher as you do with your students in their class.

b. **Reading - Work sheet: (Pair work)**

Distribute work sheets for the following tasks. Ask them to do one task at a time.

Peer check and Feedback should follow each task.

Task 1
Task 2
Task 3

6. **Follow up:**

Repeat Task 3.

Level: 3	Lesson Plan	
Term: 2		Writing
Week: 2		
Day: 4		

1. **Objective:** To enable them to write about friends.

2. **Function:** Describing a person.

3. **Activity:** Paragraph writing.

4. **Material:** Worksheet (My Friend).

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5. **Procedure:**

a. **Task 1:**

Distribute worksheets. Ask them to read about My Friend (Task1) themselves.

b. Ask one of them to read aloud. Repeat more than two times.

c. Ask questions focussing on the given points about the paragraph My Friend.

d. **Task 2:**

Ask them to read the points and write about their friend in the class work copy. They should follow the given pattern of the paragraph. Encourage them to add more points in their paragraph.

e. **Peer checking:**

They should help each other in improving their paragraph. You should also keep on watching and helping them during writing.

6. **Follow Up:**

Repeat Task 2 (d).

(Writing practice page for free day)

Level 3
Term 2
Week 3

Lesson Plan

Communication	Reading	Writing	Assessment
• Listening a story "The carrot seed"	None	• Prepositions • Word Study 'age & 'ace' words • Jumbled letters "ew" words. • Story completion "Last in the park" • List poems.	None

Level: 3
Term: 2
Week: 3
Day: 1

Lesson Plan

Communication

1. **Objective:** To enable them to listen and understand.

2. **Function:** Following the events of a story.

3. **Activity:** Listening a story **"Carrot Seed"**

4. **Material:** Cassette, C. Player, Work sheet

5. Procedure:

a. Prepare the class for listening. Ask about carrot. Write the topic on the board. Explain about every step o the listening procedure.

b. **1st Listening:**

- Just play the cassette and the class listens.
- Take feed back on simple points. Such as,
  1. What is it about?
  2. Who sowed the seed?

c. **Second Listening:**

- Distribute work sheets before playing the cassette. Ask them to do Task 1 only.

d. **Third Listening:**

Ask them to do Task 2. Take feed back.

e. Ask them to tell the story in their own words.

6. Follow Up:

Write three simple questions on the board and ask them to do at home.

Free Writing: **(5 – minutes)**

Level: 3 Term: 2 Week: 3 Day: 2	Writing

1. **Objectives:** To clarify the concept of preposition.

2. **Function:** Identifying locations

3. **Activity:** Space filling and rewriting the story.

4. **Material:** Worksheet **(Prepositions)**

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5. **Procedure:**

a.

- Explain the concept of the following prepositions by drawing some figure on the board.

  Off Over Up Under Into

- Ask questions to check their understanding.

b. **Worksheet.**

Task I: Choose preposition from the box and write in each space.
In feedback session ask them to read out their story to the class.

Task II: Rewrite the story again under the picture. Don't draw spaces. Copy only words from the spaces and write complete sentences. Draw lines with a pencil for copying the story.

(Writing practice page for free day)

Level 3 Term 2 Week 3 Day 3	**Lesson Plan**

Objective: The learners will be able to write words ending at "ace" and "age"

Activity: Written work (Task 1 word study)

Material: Ess. Eng, notebook, board.

Procedure:
Warm up: Ask from students some "ace" and "age" words and write on the board.

- Distribute the books and ask them to open on page 18 and do the task from 1-10 in books.
- Teacher will write the task from a-c on board and students will copy in notebooks.

Task 2: (Jumbled letters page 13)

Objective: The learners will be able to unscramble the jumbled letters to form ew words.

Activity: Written work

Material: Ess. Eng, board.

Procedure:

- Teacher writes jumbled letters on the board and asks the students to make a word from it. E-g
- regw------to get bigger = Grew.
- wef---------not many = Few.
- Discuss the task with students given on page 18 and students will only write in books.

Follow up: Write five 'ew' words in your notebooks.

Level: 3 Term: 2 Week: 3 Day: 4	**Lesson Plan**	**Writing**

1. **Objective:** To enable them to understand about the sequence of events in a story.

2. **Function:** Describing events.

3. **Activity:** Story Writing

4. **Material:** Work sheet **(Lost in the park)**

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5. Procedure:

a. Distribute work sheets. Talk about the picture. Ask question to guess.

1. Is it a picture of a forest or park?
2. Why do you say it a park?
3. Is the boy happy or worried?

You can add more questions if you like.

b. **Task 1** (pair work/ group work)

Ask them to sit in a group of three. Tell them to read and fill up the gap by taking suitable word from the word list.

c. **Peer check and Feed back.**

One of the group member should read out their story to the class.

d. **Task 2** (class work copy)

Tell them to imagin as if they are lost in the park. Ask them to replace the word Peter with I and rewrite the story about themselves. If time is going short then they can do it at home.

6. Follow Up.

Repeat Task D.

(writing practice page for free day)

Level: 3
Term: 2
Week: 3
Day: 5

Reading

1. Objectives: To enjoy the rhythm and beauty of language.

2. Skill: Reading for pleasure.

3. Topic: **" If we' re not careful" (Poem)**

4. Material: Poem Page take from the [illegible] sheet or floppy

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5. Procedure:

a. Pre – Reading:

Talk about nature and check;

- What do you know about nature?
- What do you know about environment?
- How can you keep your area and surrounding neat and clean?

Distribute poem page and prepare them for reading a poem. Write the topic on the board.

b. Reading:

Follow the procedure as suggested in orientation sessions.

c. (Last Ten Minutes)

Write the names of some beautiful things of nature you find in the surroundings of your area or village.

6. Follow up:

Repeat Task – c.

Free Writing: **(5 – minutes)** (see Day – 4)

Level 3
Term 2
Week 4

Lesson Plan

Communication	Reading	Writing	Assessment
• Long vowel sound 'o' • R-controlled vowel as 'or'	None	• Grammar exercises noun, adjective and verb. • Verbs and adverbs.	Yes

Level: 3
Term: 2
Week: 4
Day: 1

Lesson Plan

Communication

1. Objective: To practise long vowel sound O as oe, o

2. Function: Pronouncing the phonic sounds

3. Activity: Drill & worksheet

4. Material: Worksheet (Oh deer) colour pencils – brown and green, a chart.

5. Procedure:

a. Write the following words and rhyming lines on a chart in bold and coloured letters and display it on the board.

b. Pronounce the words clearly and students listen.

c. Say the words in a rhythmic way and students follow you chorally. Then say the lines.

1. **toe hoe goes**
   go so no oh

2. **Moe and Joe,**
   Came in a row,
   To find a hoe,
   Here, they go.

d. **Work sheet:**
(This is a picture of doe which means female deer.)

6. Follow Up:

Ask them to copy the lines in this H/Work copy.

Free Writing: **(5 – minutes)**

Level: 3
Term: 2
Week: 4
Day: 2

Lesson Plan

Writing

1. **Objective:** To revise concept of noun, adjective and verb.

2. **Function:** Using the proper words at proper places.

3. **Activity:** Replacing, gap filling, choosing.

4. **Material:** Worksheet (Grammar Exercises)

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5. **Procedure:**

a. Write the following on the board and ask them orally to choose the noun to finish these sentences.

Ex: A ________ teaches the students.
A ________ works in the field.
(farmer, teacher)

Worksheet – Task 1

b. Write the following on the board and ask them (orally) to find nouns and adjectives.
Ex: pink, pencil, hot, ball.
Worksheet – Task 2

c. Write the following on the board and ask them orally to write correct verb and make the sentence more sensible.

Ex: The dog talks.
The man barks.
Worksheet – Task 3

d. Pair work
Peer check — Follow it for each task.
Feed back

6. **Follow up:**
Repeat exercise C.

(Writing practice page for free day).

Level 3 Term 2 Week 4 Day 3	**Lesson Plan**

Objective: The learners will be able to use proper verbs in given blanks.

Activity: Written work (Task 1----verb)

Material: Ess. Eng, board.

Procedure:

- Ask some verb or doing words from students.
- Write given verbs (flew, glided, swooped) on board and ask their meanings from students or explain by performing these.
- Distribute books and ask to open on page 19.
- Discuss task 1 (1-6) and students will only do it in their books.

Task 2: (Adverbs Page 27)

Objective: Students will be able to Define adverbs.
Make adverbs by adding 'ly' and use them in given blanks.

Activity: Written work

Material: Ess. Eng, notebooks, board

Procedure:

- Ask some verbs or doing words from class and write on the board.
- Now ask and write some 'adjectives' on the board like : Bright, sudden, near etc.
- Explain that "adjectives" describe nouns when we add 'ly' at their end these become adverbs e-g

  Sudden + ly -------- Suddenly
  Near + ly ---------- Nearly
  Adverbs are used to describe verbs e-g
  Suddenly a giant appeared.
  It is nearly five o'clock.

- Distribute notebooks. Teacher will write the task on board and students will copy it in their notebooks.

Level 3 Term 2 Week 4 Day 3	**Lesson Plan**

Objective: The learners will be able to use proper verbs in given blanks.

Activity: Written work (Task 1----verb)

Material: Ess. Eng, board.

Procedure:

- Ask some verb or doing words from students.
- Write given verbs (flew, glided, swooped) on board and ask their meanings from students or explain by performing these.
- Distribute books and ask to open on page 19.
- Discuss task 1 (1-6) and students will only do it in their books.

Task 2: (Adverbs Page 27)

Objective: Students will be able to Define adverbs.
Make adverbs by adding 'ly' and use them in given blanks.

Level: 3
Term: 2
Week: 4
Day: 4

Lesson Plan **Communication**

1. **Objectives:** To practice R – controlled vowel sound - or

2. **Function:** Pronouncing the phonic sounds

3. **Activity:** Drill and circling the words.

4. **Material:** Worksheet (the Corney Fort), chart

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5. Procedure:

a. Prepare a chart with the following words.

b. Pronounce it properly and class listens

c. **Say the words aloud and the class repeats after you.**

I.

for	**or**	**more**	**fort**
corn	**horn**	**born**	**cord**
sports	**porch**	**sort**	**short**

d. **Worksheet: (The Corney Fort)**

Talk about the picture. Ask them to guess how it look like. Help them read the given word and explain the task.

6. Follow up.

Copy the words from the chart.

Free Writing: **(5 – minutes)**

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Level 3
Term 2
Week 5

Lesson Plan

Communication	Reading	Writing	Assessment
• Long vowel sound 'u' • Dialogue practice "Thanking to someone" • Long vowel sound I-y	• Text Usman and Tony	• Proper sentences and Phrases.	None

Level: 3 **Lesson Plan**
Term: 2 **Communication**
Week: 5
Day: 1

1. Objective: To practise the long vowed sound U as oo.

2. Function: Pronouncing phonic sound.

3. Activity: Drill – cross word puzzle.

4. Material: Work sheet (cool words), chart.

5. Procedure:

a. Write the following words and lines on a chart and display it on the board.

b. Read the words aloud.

c. Say the words and the class repeats after you.

1. **food** **mood** **zoo** **cool**
   tool **fool** **pool** **boots**
   soon **loope** **moon** **baboon**

The baboon,

Wanted to go to the moon.

She tried in a big balloon.

Came down with a zoom.

And she felt like a fool.

d. **Work sheet**

Explain the task 1 and 2.

6. Follow Up:

Copy the word from Task 1 in the work sheet.

Free Writing: (5 – minutes)

Level: 3
Term: 2
Week: 5
Day: 2

Communication

1. **Objectives:** To enable the learners to say thank you and receive thanks.

2. **Function:** Thanking to someone

3. **Activity:** Dialogue practice.

4. **Material:** None.

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5. Procedure:

a. Presentation.

- Tell your class that we require a particular language when we interrupt for telling something or giving information to someone about their possessions.

- Write the dialogues on the board or on the chart if you feel more comfortable.

  St. 1 Excuse me. Is this your book?
  St. 2 Yes, it is. Thank you.

  St. 1 You are welcome.

b. Dialogue Practice.

- Follow the same procedure as given in the week 1—Day 2.

c. Further Practice.

- Give more practise in role-play. Call two students randomly and give a chance to each student of your class.

- Substitute the word 'Book' with pen, bag, cap, marker.

- If your students are practising comfortably then you can extend your dialogue like this...

  St. 1 Excuse me. Is this your book?
  St. 2 No, it isn't mine. My book is blue.

Free Writing: **(5 – minutes)**

Level: 3 **Term:** 2 **Week:** 5 **Day:** 3	**Reading**

1. **Objectives:** 1. To read with understanding
   2. To grasp vocabulary items.
   3. To follow the events of story.
2. **Skills:** Reading comprehension.
3. **Topic:** **"Usman and Tony"**
4. **Material:** Text page and worksheet (Usman and Tony)

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5. Procedure:

a. Pre-Reading.

- Ask the following.
  1. Have you seen goats and sheep grazing and running over the hills and in the fields?
  2. Usually who goes with them?

Vocabulary:

- Ask from them "What are the things which make them frightened or afraid of? Take oral feedback. Explain the concept of frightening.

b. Reading:

- Write the topic of the story on the board. Distribute text page and ask the following.
  - i. What do you see in the picture?
  - ii. Look at the page and line and find out;
    1. Who is Tony?
    2. Where did Usman go?
    3. Who was with him when he went to the hill?

c. Worksheet

Task I: Which is true (T) and which is (F)

Task II: The following sentences tell about the story but they are in wrong order. Give them number according to the order of events in the story.

Task III: Complete with the correct sentence.

Peer check and feed back.

6. Follow up:

- Repeat the Task II and copy the event in the right order.

Level 3 Term 2 Week 5 Day 4	**Lesson Plan**

Objective: The learners will be able to Identify the phrases and proper sentences.

Activity: Identification on books. (Task 1 sentences make sense)

Material: Ess. Eng, board.

Procedure:

Warm up:

- Ask some sentences from the students and write them on the board.
- Also write down some phrases by your own.
- Ask them to tell the doing words from the written sentences. (Underline on the board)

Explanation:

- Tell the students that sentences with doing doing words or verb are called proper sentences and the words without verbs are called phrases. E-g
- I eat an apple (proper sentence)
- In the sky. (phrase)
- Distribute the books and discuss the task 1.
- Student will do task 1 only in their books.

Task 2: (phrases page 20)

Objective: The learners will be able to

- Make proper sentences from given phrases

Activity: Written work

Material: Ess. Eng, Notebook, board.

Procedure:

- Write the phrases given on page 20 on the board.
- Ask students to tell the proper ending for these phrases also write on the board.
- Student will copy the task in their notebooks.

Follow up: Use these phrases at the end of some sentences e-g (from extra page 20)

Level: 3
Term: 2
Week: 5
Day: 5

Lesson Plan

Communication

1. Objective: To practise the long vowel sound I as in y.

2. Function: Pronouncing the phonic sound

3. Activity: Recitation, choral Drill, Choosing

4. Material: Work sheet **(Shy Tyrone),** chart

5. Procedure:

a. Write the following words and rhyming lines on a chart and display it on the board.

- You pronounce and students listen.
- You say in a rhythmic way and class repeats after you in a choral drill.

1.

sky	**fly**	**try**	**why**
my	**bye**	**hi**	**cry**
tie	**pie**		

2. **I like to fly,**
High up in the blue sky,
Saying good – bye,
And not to cry.

b. **Work sheet.**
Explain the task clearly. Students will choose the names of cars which have long I sound as Y.

6. Follow:

Ask them to copy five words from the chart.

Free Writing: **(5 – minutes)**

Level 3 Term 2 Week 6	Lesson Plan

Communication	Reading	Writing	Assessment
None	• Text Grace and family Moving on	• Starting points. Using a contents page • Punctuating a passage • Crossword puzzle occupations	Yes

Level 3 Term 2 Week 6 Day 1	Lesson Plan

Objective: The learner will be able to read and under stand the text, Skim and scan.

Skills: Reading comprehension.

Topic: Grace and family.

Material: Ess. Eng, board.

Procedure:

Pre-reading:

- Ask from the class about their family members?
- Ask, if you are away from your home, to whom you will miss?
- Tell them that today they are going to read about a girl "Grace" and her family.

Reading:

Distribute the books and ask 1 or 2 Question the picture.

Skim and Scan:

- Give 5 minutes to class and say them to do silent reading, and underline the nouns (naming words).
- Circle the doing works.

Discussion: Discuss the story of Grace and ask the questions from "moving on" (page 25)

Follow up: Write 3 sentences about "Grace and her family" in your notebooks.

Level 3 Term 2 Week 6 Day 2	**Lesson Plan**

Objective: The learners will be able to understand the text and fill in the blanks.

Activity: Written work (Task 2-----Starting points)

Material: Ess. Eng class work copy, board.

Procedure:

Warm up: Ask

- Where did 'Grace live'?
- Where did Grace further live?
- Who was Nana?

Written work: Teacher will write the task (page 24---1 to 4) on the board and students will copy it in class work notebooks.

Take 2: (using a content page)

Objective: The learners will be able to know how to use a content page to book.

Material: Ess. Eng, Pencils.

Activity: Written work.

Procedure:

- Teacher will show Ess. Eng book to class and ask what is this?
- Then show them the page of 'contents' to class and tell that to use a book, content page help us a lot. On the right side of the page 'topic' are written and in front of these their page numbers are written. To read a specific topic we can find it easily by taking help from content page.
- Say to class to open their books on page 25 and discuss the task no 2.
- Help them to solve the task given only in their books.

Level: 3	Lesson Plan	
Term: 2		Writing
Week: 6		
Day: 3		

1. **Objective:** To enable the learners to use punctuation marks at proper place and write a sentence correctly.

2. **Function:** Correcting sentences.

3. **Activity:** Punctuating and rewriting.

4. **Material:** Worksheet (Shilan and Kelly)

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5. **Procedure:**

a. Check if they know about the use of capital letter and full stop. If they are not clear about it, then explain.

b. **Worksheet:**

Task 1: Do as the worksheet says.

Task 2: Add one more sentence about each of them. (Shilan and Kelly) get the idea by looking at the picture.

c. Peer checking and feed back follows each Task.

6. **Follow Up:**

Copy the sentences in your home work copy.

Free Writing: (5 – minutes)

(writing practice page for free day)

Level: 3 Term: 2 Week: 6 Day: 4	Writing

1. **Objectives:** To learn the vocabulary item which are related to profession and occupation.
2. **Function:** Expressing the function of jobs and occupation.
3. **Activity:** Cross word puzzle.
4. **Material:** Worksheet (profession)

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5. Procedure:

a.

- Ask about some jobs and professions.
- Write some of them on the board.
- Ask about working of different jobs
  e.g. 'What does a teacher do?'

b.

- Tell them that they are going to find some more jobs and professions in the crossword puzzle.

c.

- Distribute worksheet and explain the working of crossword puzzle--- Across and Down concept.

d.

- Draw two columns (down and across) on the board and explain the task.

e. **Pair work**
Peer check
Feed back.

f.

- Ask them to copy about all the professions given in the puzzle in their C/Work copy.
  Ex. A painter paints picture.

6. Follow up:

- Repeat **Task f.**

(Writing practice page for free day)

Level 3
Term 2
Week 7

Lesson Plan

Communication	Reading	Writing	Assessment
• 'Y' as 'I' sound. • Dialogue practice "Suggesting for doing something"	None	• Story writing "Greedy dog" • Making plural "more than on" • Describing feelings	None

Level 3 Term 2 Week 7 Day 1	Lesson Plan

Story writing:

Objective: The learners will be able to

- Develop a story with the help of pictures.
- Know the harm / disadvantages of greed

Activity: Written work.

Topic: The greedy dog.

Material: Class work notebooks, pictures related to story.

Procedure:

Warm-up:

- Show the picture of dug to the class and ask, what is the name of this animal?
- Show the other picture and ask, What is the dog doing?
- Now show other pictures one by one and ask what is happening (in sequence).

Explanation: Now teacher will explain hungry dog, piece of meat, bridge, its shadow, barking, and Last piece of meat.

Story writing: Teacher will write the story on the board and students will copy.

Story:

The Greedy Dog

Once there was a dog. He was hungry. He stole a piece of meat from a shop and ran away. On his way he reached near a stream. While crossing its bridge he saw his own shadow in water. He took it as another dog with a piece of meat. He wanted to take that piece of meat also. So, he opened its mouth to take other piece. But his own piece of meat fell down into the water.

Moral:

Greed is a curse

Level: 3 Term: 2 Week: 7 Day: 2	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- Practise long vowel sound Y as i-ee

2. Function: Pronouncing the phonic sounds

3. Activity: Drill Word scramble

4. Material: Worksheet (**Silly Willy**), chart

5. Procedure:

a. Write the following words on the chart in bold letters and display it on the board.

b. Pronounce the words clearly and class listens.

c. Say the words and lines in a rhythmic way and the class repeats chorally.

1. **lady** **rainy** **candy** **easy**
   many **hobby** **puppy** **happy**

2. **Hurry , hurry , hurry,**

   Will you carry my box, hurry!

   You run to the lorry and don't worry.

   I'll carry your box to the lorry.

d. **Worksheet**

Spelling of the words are scrambled (not in proper order). Ask them to put in order for correct spelling and write.

6. Follow Up:

Copy the rhyming words.

Level: 3 Term: 2 Week: 7 Day: 3	Lesson Plan	Writing

1. Objectives: The learners will be able to:
- learn the ways of making plural by using **es** in the words ending in s, ss, sh, ch, x

2. Function: Making and using plural forms

3. Activity: Gap filling and Rewriting

4. Material: Worksheet (**More than One**)

5. Procedure:

a. Write on the board what is written in the boxes of worksheet and explain to them.

b. Worksheet

Task 1: First do orally than ask them to write.

Task 2: Ask them to read aloud in feedback session.

Task 3: Ask them to read out the story when they finish the task.

c. If you have more time, give them practice in reading the story aloud so that they could learn to pronounce properly.

6. Follow Up:

Repeat Task – 3

Free Writing (5 Mins.)

(Writing Practice page for free day)

Level 3 Term 2 Week 7 Day 4	**Lesson Plan**

Objective: Students will be able to describe their feelings in different situations.

Activity: Written work (Task 2, Describing feelings)

Material: Ess. Eng note books, Board.

Procedure:

Warm up:

- Ask from students how is weather today?
- How do you feel about this type of weather?
- Show them any picture and ask to describe it in 3 sentences.
- Tell them to imagine if they were not allowed to watch their favorite T.V program.
- Now give them different situations (as on page 29) and ask to describe their feelings.
- Write the task on the board and students will copy.

Follow-up: Write five sentences in your notebook that how you would feel if you are lost in the park.

Level: 3
Term: 2
Week: 7
Day: 5

Lesson Plan

Communicati

1. **Objective:** To enable them to talk and suggest for doing something.

2. **Function:** Suggesting for doing something.

3. **Activity:** **Dialogue practice**

4. **Material:** None

5. **Procedure:**

a. First ask from your students how they ask their friends to play or do any thing.

. Write model lines of dialogue on the board.

St. 1	**Oh, dear. I'm hungry.**
St. 2	**I 'm hungry too.**
St.1	**Then, let's go home and eat.**

c. **Explain:**

> **When the second person does or feel some thing, he or she repeats the words of the 1st speaker, adding the word too.**

d. **Dialogue practice:**

Follow the same procedure as given in the 1st term.

e. **Further Practice:** (write and try one situation at a time)

- **thirsty/ have a drink**
- **tired/ take rest**
- **feeling bored/ play together**

6. **Follow up:** Copy the line, written on the board.

Free Writing: **(5 – minutes)**

Level 3 Term 2 Week 8	Lesson Plan

Communication	Reading	Writing	Assessment
• G-controlled vowel sound.	• Text "Something nasty in the kitchen" • Moving on • Text "Mr. Khan's day"	• Starting points. Cause and effect.	Yes

Level 3 Term 2 Week 8 Day 1	**Lesson Plan**

Objective: The learners will be able to (i) read and understand the text. (ii) Give the answer of given questions.

Skills: Reading comprehension

Topic: Something nasty in the kitchen.

Material: Ess. Eng book

Procedure:

Warm up: Show the picture on page 30 to class and ask

- What things you see in the picture?
- What is the animal doing?
- Tell that today we are going to read about Paddington who wants to cook something.

Reading + skim and scan: Distribute the books and say them to have a look of text and

- Underline the word kitchen.
- Circle all the doing words.

Discussion: Discuss the text and ask some questions from "moving on".

Follow up: Do "extra" page 31 in notebooks.

Level 3 Term 2 Week 8 Day 2	**Lesson Plan**

Objective: The learners will be able to give the answers of questions.

Activity: Written work (task 2—Starting point's page 30)

Material: Ess. Eng

Procedure:

Task 1: Ask
- What did Paddington decide to cook?
- Why did mixture get runny?

Written work: Distribute the book and help the students to fill in the blanks only in their book (page 30).

Task 2: (Cause and effect page 31)

Objective: Students will be able to write paper ending or complete the given sentences.

Activity: Written work

Material: E. Eng, class work notebooks, board.

Procedure:
- Write the first sentence of task 2 on the board and ask from any student to complete it e-g

Tom wanted to cook a meal because ____________.
- Write the other sentences (2 to 6) on the board and complete with the help of students.
- Students will copy this task in their notebooks.

Level: 3 Term: 2 Week: 8 Day: 3	**Lesson Plan**	**Reading**

1. Objectives:
a. To read with comprehension
b. To get the concept of always/often/sometimes/never

2. Skill: Reading comprehension.

3. Topic: **Mr Khan's Day**

4. Material: 1. Text Page 2.

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5. Procedure:

a. Pre – Reading:

- Ask questions from your students.

1. When do you get up?
2. What do you do after that?
3. When do you take your lunch?
4. When do you go to bed?

- Distribute text page and talk about the picture.

b. Reading:

Task 1
Task 2
Task 3

Peer check and Feed back at the end of each task.

6. Follow up:

Repeat Task 3

Level: 3 **Term: 2** **Week: 8** **Day: 4**	**Communication**

1. **Objectives:** To practise G- controlled vowed sound as ing, ang, ung, ong.

2. **Function:** Pronouncing the phonic sound

3. **Activity:** Drill – spellings of scrambled words.

4. **Material:** Worksheet (Mr Wong's song) chart colour pencil – blue and orange.

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5. **Procedure:**

a. Write the following words and on a chart and display it on the board.

b. Pronounce the words properly.

c. Say the words and the class repeats after you.

Sing	**ring**	**thing**	**bring**
bang	**sang**	**rang**	**hang**
rung	**lung**	**hung**	**flung**
strong	**long**	**song**	**belong**

d. Worksheet:

Explain the instructions.

6. **Follow up.**

Copy the words from the chart.

Free Writing: (5 – minutes)

Level 3 **Term 2** **Week 8** **Day 5**	**Lesson Plan**

Assessment:

Task 1: Unscramble the words.

- Daly ________.
- Icty ________.
- Upypp ________.
- Wetnyt _________.

Task 2: Make the words plural.

- Box _______
- Tree _______
- Dish ________
- Church ________

Task 3: Write 2 sentences on "Greedy dog"

____

____

____

Task 4: Give the numbers to the work as Mr. Khans does in his day's routine.

- ___________ He listens to the radio.
- ___________ He brushes his teeth.
- ___________ He has his break fast at 8 o'clock.
- ___________ He goes for a walk.

Task 5: Give 2 rhyming worlds for

- Long ___________, ____________.
- Sing ___________, ____________.